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ABSTRACT

This report describes a 2-week full-time training program at the University of Iowa for inexperienced faculty in 4-year liberal arts colleges. The primary purpose of the program is to assist in the initial development of teaching competence, and has as its objectives: (1) the comprehension of selected major principles of college teaching, and (2) the application of these principles to instruction in a specific discipline. This report is divided into the following sections: (1) the introduction which explains the origin of the program; (2) the program's objectives; (3) the instructional program; (4) the staff; (5) selection criteria for the participants; (6) the general physical facilities of the University of Iowa; and (7) program fcllow-up and evaluation. (AF)

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PART II - PROGRAM APPLICATION FOR 1970-71 SHORT TERM-TRAINING PROGRAM
UNDER PART E OF EDUCATION PROFESSIONAL DEVELOPMENT ACT,P.L. 90-35

SECTION I - GENERAL INFORMATION, Item 5.

NARRATIVE

1. Introduction

One of the most basic problems in American Higher Education is the lack of attention given by most graduate schools to the preparation of college teachers. A relatively recent survey by the Association of American Colleges indicates that less than half of the responding graduate schools reported anything approaching programs of substance. This problem is particularly acute for those holding less than the Ph.D. who typically have not had the informal learning experience of being a graduate teaching assistant. This less than Ph.D. group, ironically, comprises a substantial proportion of Liberal Arts College faculty whose primary function is teaching.

The Committee on Liberal Arts Education of the North Central Association of Colleges and Secondary Schools in 1963 requested its seventy-two participating institutions to describe major program areas in which the Committee might provide leadership. Over half the institutions indicated the lack of preparation for teaching among new faculty constituted a major problem. The outcome was the development of the North Central Association Seminar for New College Teachers. In the past five years over 190 inexperienced college teachers have attended the two-week Seminar held in the late Summer. A follow-up study of these participants revealed that only 35% had received any pre-service or in-service training in college teaching. (Over 80% of the respondents considered the Seminar was of value and would recommend participation to a colleague with similar teaching experience.)

The Seminar for New College Teachers was supported initially by a partial grant from the Danforth Foundation, but in 1967 and 1968 was relatively self-supporting. Lack of financial resources of the participating small col-

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leges tended to keep the Seminar for achieving optimum efficiency. Consequently the North Central Association Committee on Liberal Arts Education requested in the spring of 1968 that the University of Iowa assume responsibility for the Seminar and that the application be made to the United States Office of Education under Part E of the Education Professional Development Act, P.L. 90-35. This support was forthcoming in Grant No. 26, NIH #56-4064, for the Training Program to be held August 11-22, 1969.

The justification for the continuation of the Training Program for Inexperienced College Teachers lies in the demonstrated need for preparation of college teachers and the initial success of the program as a Seminar over a five-year period. Under Federal funding, the original Seminar has been approximately doubled in size, from 35 to 60 participants, and a quality of programing has been developed that would not be possible without such outside support. Current applications to the 1969 Training Program indicate that the project is serving a vital need of the higher educational system.

2. Objectives

The primary objectives of the Training Program will remain those stated in the 1969 Proposal, pending evaluation of the 1969 Training Program. Since these objectives have been refined over several years, no major changes are anticipated. The primary purpose of the Training Program is the initial development of teaching competence in faculty members of four-year Liberal Arts Colleges. This purpose is stated in two objectives which represent the major foci of the Training Program:

1. The comprehension of selected major principles of college teaching with particular emphasis upon the areas of: (a) course planning, i.e., definition of objectives and selection and organization of content; (b) basic principles of learning; (c) characteristics of students of importance to instruction; (d) alternative teaching techniques; (e) innovative ideas in instruction; and (f) techniques of evaluation.

2. The application of these principles by each participant to instruction in his respective discipline.

3. Instructional Program

The proposed Training Program will consist of a two-week (ten working days) full-time program, limited to 60 participants, to be held on the campus of the University of Iowa.

To improve the teaching competency of the inexperienced college teacher, the first objective will be met by holding general lecture and discussion sessions on topics such as definition of course objectives, alternate approaches to the selection and organization of course content, principles of learning, lecture and discussion techniques, the use of independent study, student characteristics, construction of classroom tests, and the role of the faculty member in student advising. The emphasis will be upon presenting reasonable alternatives in classroom teaching and upon assisting inexperienced teachers to develop an adequate frame of reference from which to appraise these alternatives as they might be implemented in a given teaching situation.

The second objective, the application of alternative approaches to specific subject areas, will be achieved through four small seminars of 15 participants each in the following broad curricular areas; Humanities, Social Sciences, Natural Sciences, and Communications. Each seminar will be lead by a master

teacher and will allow for an in-depth approach to teaching competence through personal consultation and group exploration of the unique problems of the seminar subject matter. During the seminar each participant will develop a course which he is to teach in the coming academic year. In so doing he will make concrete use of the principles presented, discussions, and consultation with resource people.

During the seminars each participant will prepare and video-tape at least one "micro teaching" session. The session will be critiqued by the Director and other staff.

The proposed Training Program would be held August 10-21, 1970. A general schedule consisting of general lecture and discussion sessions, subject matter seminars, and individual consultations will be followed the first eight days. The ninth day will be devoted entirely to individual consultation and to final preparation by each participant of a report on the course he is to teach in the coming year. The final day will be devoted to a summary and appraisal by the staff and participants.

All instruction will be at the graduate level and the program is designed so that the participant may receive two semester hours of graduate credit under the University course offering 7H:211 Problems in College Teaching. Enrollment for credit will be optional.

4. Staff

The Program has received a commitment from each staff member to serve in 1970.

(a) Director

H. Bradley Sagen (Specialist in: Teaching Teachniques, Principles of Learning, and Student Characteristics)
Associate Professor of Higher Education, University of Iowa
Ph.D. Minnesota, 1962 (Educational Psychology)
B.A. Grinnell, 1957 (Psychology)
Currently, Director, North Central Association Committee on Liberal Arts Education.

Selected Publications

"How College Students Learn," North Central News Bulletin, Oct. 1965, pp. 49-60.

(With Eckert, Ruth E. and Stecklein, J.E.) "College Faculty Members View Their Jobs," AAUP Bulletin, 1959, 45:4, 513-28.

(Also published in) Estrin, M.A. (Ed.) Higher Education in Engineering and Science. New York: McGraw-Hill, 1963, pp. 465-480.

(With Willard L. Lane and others) Proposal for Progress: Report of the Iowa Cooperative Study of Post High School Education, p. 213, 1967.

(b) Full Time Teaching Staff

1. Seminar Leader - Edwin P. Martin
(Specialist in: Natural Science)

Dean of Basic Studies, University of South Florida
Ph.D. University of Kansas (Zoology)
B.A. Cornell (Zoology)

Formerly Professor and Chairman of Biological Sciences at South Florida. Has served on the staff of the seminar since its beginning in 1964.

2. Seminar Leader - Roy Price
(Specialist in: Social Science)

Professor of Social Studies and Education, Syracuse University
Ph.D. Harvard University
B.A. University of Chicago (Philosophy)

Past President of the Association for Higher Education and Past President of the National Council for Social Studies. He is presently serving on the Joint Council for Economic Education and is co-author of the book, Major Concepts for Social Studies. On the seminar staff since 1964.

3. Seminar Leader - Sara Leopold
(Specialist in: Humanities)

Chairman of Humanistic Studies at Monteith College, Wayne State University.
Ph.D. Wayne State University (English)
B.A. Wayne State University

Consultant in the area of Humanistic Studies for several Universities and for the Union for Innovation in Higher Education.

4. Seminar Leader - Ted Kennedy
(Specialist in: Communications and in Lecture and Discussion Techniques)

Division of American Thought and Language at Michigan State
Ph.D. University of Wisconsin (Speech)
B.A. Wabash (English)

Twenty-four years experience teaching English at Michigan State University. Author of several articles on the teaching of English.

(c) Consultants

1. Albert J. Meyer (Specialist in Educational Innovation)

Professor of Physics, Goshen College, Indiana, and Executive Secretary, Mennonite Board of Higher Education, Formerly Dean of Bethel College, Kansas
Ph.D. Princeton (Physics)
B.A. Goshen College

2. Allan O. Pfnister (Course Planning)

Professor of Higher Education, University of Denver, Colorado
Former Provost, Wittenberg University, Ohio
Ph.D. University of Chicago (Higher Education)
B.S. Augustana College

5. Selection Criteria for Participants

The Training Program will be limited to 60 persons having not more than three years of full-time teaching experience and teaching in institutions where the primary focus is upon undergraduate education. Priority will be given to teachers in smaller Liberal Arts Colleges, but applicants from other institutions will be accepted if space permits.

Eligibility is limited to those possessing a master's or equivalent degree from an accredited college or university. The applicant must be nominated

by the President or Dean of his college who is willing to declare that the applicant has the motivation and capacity to profit from this program. Each school will be allowed to nominate one participant and an alternate. Alternates will be invited as space permits. Priority will be given to applicants from the 19-state North Central Association region.

An effort will be made to balance the participants so that each seminar group will contain approximately fifteen individuals. A further balance will be attempted in selecting applicants with little or no teaching experience and those with up to three years of experience.

Final selection of participants will be made by the Program Director, in consultation with the North Central Liberal Arts Committee and the University of Iowa.

6. General Physical Facilities of the University of Iowa.

The Seminar will be conducted on the University of Iowa's campus in the Quadrangle which is a large student housing and dining complex and contains seminar rooms. The participants will likely be housed in Rienow II a new air-conditioned dormitory. The cost for two weeks should be approximately $115 per participant. Wives can be housed in the dormitory also. Arrangements to house families in the community will be made.

The University of Iowa Main Library will be open for convenience of the participants. The Education-Psychology library will be open also. A small library of books on college teaching will be available to participants in the meeting room.

7. Follow-up and Evaluation

Unfortunately, the proposal for the 1970 Training Program must, because of U.S. Office of Education deadlines, be submitted prior to the initial Training Program to be held August 11-22, 1969. The follow-up in the 1969 Training Program was purposely highly structured as Phase II, a two-day con-

ference for staff and participants to be held in February or March. This was thought desirable in order to assess more accurately the effectiveness of the program. These findings from Phase II should prove valuable in judging the success of the participants ability to apply in a meaningful way the knowledge and skills acquired in Phase I.

Because of the high cost of travel involved in a two-day conference program the proposal for the 1970 Training Program will delete Phase II. The following evaluatory measures will be used: (a) the findings of the 1969 Phase II follow-up; (b) a written report submitted by each participant designating the progress, problems, and success he has had in the course developed in the Training Program: and (c) consistent with previous years, an instrument will be designed by the Director and Staff to measure the response of the participants shortly after the conclusion of the Training Program. This instrument will measure the initial reactions of the participant, and request suggestions to improve the content and format of the program. A sample copy of an instrument used in the past is attached. This type of instrument has been used over a period of four years and has proved invaluable in reappraising the format and content of the program.

Since the program's inception in 1964 over 80% of the respondents have indicated a very positive reaction to their participation and would recommend attendence to a colleague with similar teaching experience. Any modifications found desirable as a result of the 1969 Training Program will be made by way of amendment to the 1970 proposal.